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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN BEGINNING DRAWING

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DRAWING OBJECTIVES: SET # 1

Unit I. Artist's Materials and Contour Drawing

This first unit contains to major concepts (1) the student will become familiar with the equipment used for drawing, and (2) the student will understand and make contour drawings as an introduction to drawing.

The first session of class will include three important events: a complete course outline containing objectives, due dates for coursework and homework, a list of studio materials, the grading system to be used for student work, the required text, a bibliography and a statement of required class procedures, will be passed out to each student. Each student will complete an autobiography form. (See appendix for these two forms.)

The third major event will be a pre-test of students' abilities in drawing. Each student will receive a mimeo sheet stating:

"Make a drawing during class, working for one hour. Use the still-life as subject matter, work on Bond paper 9x12 or 18x24, use your own choice of materials or any combination of materials such as pencils, inks, charcoal, etc. The completed drawing should provide a record of your present ability in making drawings."Turn completed drawings in to the instructor at the end of the period."

Second Session:

1. Instructor demonstration and class discussion of use of artist's materials and equipment. 30 Min.

2. Student will make a drawing on 18x24 Bond paper using various pencils, working for one half hour in class, drawing from the still-life set-up. Completion of drawing is acceptable performance.

3. Instructor lectures and shows slides on contour drawing for fifteen minutes.

4. Student will make a drawing using contour method on 18x24 Bond paper, using various pencils, working for one half hour during class, using still-life as subject matter. Completion of drawing is acceptable performance.

Homework assignment: Make four contour drawings and turn in at next session of class.

Third Session:

1. Students and instructor will discuss the homework drawings on view in class for thirty minutes. Concept of contour and use of materials to best advantage will be the major topic for discussion.

2. Students will make three drawings, contour method, of three different slides during three thirty minute periods using pencils and 18x24 Bond paper. Three completed drawings is acceptable performance.

Fourth Session:

1. Students will make two contour drawings of still life, thirty minutes devoted to each, using pencils and 18x24 Bond paper.

2. Students will make a contour drawing of the room interior, using pencils and 18x24 Bond paper, working for one hour.

Homework Assignment: Students will write a 150 to 250 word analysis of one of the drawings made during the fourth class session on contour and turn it in at the beginning of the next session.

Unit II. Gesture Drawing

First Session:

1. 1. Instructor presents slides and lecture on gesture drawing for fifteen minutes.

2. Students will make six five-minute gesture drawings from six slides of the posed model, using pencils, working on 18x24 newsprint paper. Four drawings must be completed.

3. Students will discuss drawings and concept of gesture drawing for fifteen minutes.

4. Students will make eight five-minute gesture drawings from slides of the posed model using pencils and 18x24 newsprint. Six drawings must be completed.

Second Session:

1. Students will make twenty two-minute drawings from the posed model, using charcoal stix and 18x24 newsprint paper, using gesture method. Ten drawings must be acceptable.

2. Student will make six five-minute gesture drawings from the posed model, using charcoal and 18x24 newsprint. Four acceptable drawings required.

3. Student will make four ten-minute gesture drawings from posed model, using charcoal and 18x24 newsprint. Three drawings must be acceptable.

Homework Assignment: Make six ten-minute gesture drawings of some subject matter of your choice using pencil or charcoal on 18x24 Bond paper. Turn in drawings at next session.

Third Session:

1. Students and instructor will discuss homework gesture drawings for thirty minutes, focusing on concepts and methods used in gesture drawing.

2. Students will make six five-minute gesture drawings from slides, using charcoal and 18x24 newsprint. Four drawings must be acceptable.

3. Students will make five ten-minute gesture drawings from slides, using charcoal and 18x24 newsprint. Three drawings must be acceptable.

Unit II. Gesture Drawing (page 2)

Fourth Session:

1. Students will write an analysis of the homework assignment discussed in class during the last session. The analysis must be 150 to 250 words and completed during thirty minutes during class.

2. Student will make fifteen two-minute gesture drawings from memory of slides shown previous to each drawing, using pencil on 18x24 Bond. Ten drawings must be acceptable.

3. Student will make six ten-minute gesture drawings from slides of landscape, still life and cityscape using charcoal on 18x24 newsprint. Four drawings must be acceptable.

Homework Assignment: Make four drawings using gesture or contour or both (separately) and using pencil and/or charcoal on 18x24 newsprint. Turn in at next session.

Unit III. Negative and Positive Space.

First Session:

1. Instructor will present lecture and slides on negative and positive space in drawings. Thirty min.

2. Student will make one drawing using concepts of negative and positive space, working with Conte crayons on 18x24 Bond paper, working for thirty minutes, using the room interior as subject matter. Acceptable, one drawing, completed or not.

3. Students will discuss drawings, concept of negative and positive space, problems presented, and any questions during a fifteen minute period.

4. Student will make another drawing of room interior, using Conte crayons on 18x24 Bond, working for thirty minutes in class. Drawing acceptable, completed or uncompleted.

Second Session:

1. Student will make a drawing using negative and positive space concept of a slide of a cityscape using conte crayon on 18x24 Bond paper, working for one hour during class. Uncompleted drawing acceptable.

2. Student will make a drawing from a slide of a room interior using conte crayons on 18x24 Bond paper completing drawing in fifty minutes.

3a Homework Assigment: Make one drawing on 18x24 Bond paper of subject of your choice using Conte crayons and concept of negative and positive space. Turn in at next session.

Third Session:

1. Students will discuss drawings of homework assignment on view in classroom for thirty minutes. Topic: use of negative and positive space.

2. Student will make a drawing of still-life using Conte crayons on 18x24 Bond paper using still-life as subject matter, completing drawing in one hour and twenty minutes.

Unit III. Negative and Postive Space (page 2)

Fourth Session:

1. Students will write an analysis of the homework assignment discussed at the last class session. (Homework again on view in classroom.) Analysis must be 150 to 250 words in length and completed during thirty minutes during class period.

2. Student will make a drawing using the concept of negative and positive space, the room interior as subject matter, on 18x24 Bond paper and using a combination of two or more materials such as pencils, charcoals and Conte crayons. One hour and twenty minutes during class allowed for completion of drawing.

Unit IV. Form and Volume.

First Session:

1. Instructor will present a lecture and slides on form and volume for thirty minutes.

2. Student will make a drawing from the model using conte grayon on 18x24 Bond paper, working for thirty minutes in class.

3. Students will discuss drawings and problems of form and volume for twenty minutes in class.

4. Student will make a drawing from the model using Conte crayon on 18x24 Bond paper during thirty minutes in class. Drawing acceptable uncompleted.

Second Session:

1. Class will visit a museum exhibit of drawings. Students will select two drawings which they will take notes on to compare and analyze (individual students each select two drawings).

   Homework Assignment: Compare and analyze in 300 to 400 words the two drawings you selected as interesting at the Museum. Turn in typed analysis at next session.

Third Session:

1. Students will discuss the homework assignement and the class visit to the museum for thirty minutes.

2. Student will make six five-minute gesture-form-volume drawings from slides of the model using pencil and 18x24 newsprint. Four drawings must be completed.

3. Student will make a drawing from the still-life using charcoal and 18x24 charcoal paper, working for one hour in class. Completed drawing required.

Fourth Session:

1. Student will make a drawing using a combination of conte crayon, charcoal and pencil, emphasizing concepts of form and volume, model as subject, working for two hours in class. (Drawing may be completed outside class if unfinished at end of session, then turned in at next session.)

Unit V. Pattern and Texture.

First Session:

1. Instructor will present a lecture and slides on pattern and texture for thirty minutes.

2. Student will make a drawing on 6x22 paper using pen and ink, brushes, using still-life as subject matter, emphasizing pattern and texture, working for thirty minutes in class.

3. Students will discuss drawings and pattern and texture for twenty minutes in class.

4. Student will make a drawing of still life using pens, brushes and inks on 6x12 paper working in class for thirty minutes.
   Acceptable: one completed drawing for this class session.

Second Session:

1. Student will make a pen and ink drawing on 18x24 Bond paper, using the room interior as subject matter, working for two hours in class.
   Acceptable: completion of drawing, in class or outside class.

   Homework Assignment: Student will make a pen and ink drawing of an animal in a setting on paper 6x12 to 18x24, outside of class. Turn in at next session.

Third Session:

1. Students will discuss homework drawings on view in classroom for thirty minutes. Topic: pattern and texture and use of inks.

2. Student will make a pen and ink drawing of still-life on 18x24 Bond paper during one hour and twenty minutes in class. Completion of drawing required.

Fourth Session:

1. Student will make a pen and ink drawing of posed model on slide, using 6x12 paper, completing drawing in one hour during class period.

2. Student will make a pen and ink drawing of cityscape on slide, using 18x24 Bond paper, completing drawing in one hour in class.

Unit VI. Perspective.

First Session:

1. Instructor will lecture, show slides and demonstrate one point perspective. Twenty min.

2. Student will make a perspective drawing of a cityscape shown on slide, using pencils and 18x24 Bond paper, during thirty minutes in class. Drawing acceptable uncompleted.

3. Students will discuss and state problems of perspective drawings, clarifying ideas. Fifteen min

4. STudent will make a perspective drawing of a slide of a room interior using pencils and 18x24 Bond paper, working in class, during forty minutes.

Second Session:

1. Instructor will present slides, demonstration and lecture on two point perspective. Twenty min.

2. Student will make a two point perspective drawing using pencils and 18x24 Bond paper, working for one hour and twenty minutes, using room interior as subject matter. Drawing acceptable uncompleted.

Homework Assignment: Student will make a two-point perspective drawing of a cityscape, on 18x24 Bond, using Conte crayon. Turn in at next session.

Third Session:

1. Students will discuss homework perspective drawings on view in classroom. Thirty minutes.

2. Instructor will present lecture and slides on three point perspective, twenty minutes.

3. Student will make a three point perspective drawing using pencils and 18x24 Bond paper during one hour in class. Completion required.

Fourth Session:

1. Student will make a perspective drawing of a slide of a cityscape, using pencils and 18x24 Bond during two hours class period. Completion required

UNIT VII. Composition.

First Session:

1. Instructor will present lecture and slides emphasizing concepts of composition. Thirty min.

2. Student will make a drawing using as subjects material from three slides, combining them in one drawing, using at least two different media, (example: conte crayons and inks), on 18x24 Bond paper. Drawing acceptable uncompleted. One hour and twenty minutes allowed during class.

Second Session:

1. Student will make a drawing of still-life and room interior, using several media and 18x24 Bond paper. Work is to be completed in two hours.

Homework Assignment: Student will make a drawing on 6x12 paper, using several media, of whatever subject, to be turned in at next session.

Third Session:

1. Students will discuss homework assignment displayed in classroom for composition. Thirty minutes.

2. Student will make a drawing from several slides using mixed media on any size paper. One hour and twenty minutes. Drawing must be completed.

Fourth Session:

1. Student will write a 150 to 250 word analysis of homework drawings (again displayed arouond room), during thirty minutes in class.

2. Student will make a drawing on 18x24 Bond paper using mixed media, drawing from posed model and room interior. One hour and twenty minutes in class allowed for completion of drawing.

Unit VIII. Project and Evaluation

First Session:

1. Instructor will present lecture and class will discuss ideas for individual drawing projects. Thirty minutes.

2. Student will work on drawing project. One and a half hours in class.

Second Session:

1. Student will work on drawing project for two hours in class. Instructor available for individual discussion and problems.

Third Session:

1. Student will work on drawing project for two hours in class.

   Homework Assignment: Student will write a 200 to 300 word analysis of drawing project, problem, approach and results.

Fourth Session:

1. Display of each student's project and class discussion and analysis of student's work, covering each project.

Examination Session:

1. The student will make a drawiang during class, working for one hour. Using the still-life as subject matter, working on Bond paper 9x12 or 18x24, using his choice of media or any combination of media. The completed drawing should provide a record of the student's present ability in making drawings. (This is the post-test which will be compared with the pre-test.)

DRAWING OBJECTIVES: SET # 2

IV. CONTENT OF UNITS

I. Edge Contour

General Objective: The student will know what a contour line is and how to draw it.

Specific Objective: Given eight, ten minute periods, the student will draw the student model in contour line in pencil (#314) on bond pad paper with 65% accuracy. Each time emphasizing on one point of the anatomy: the ear, the head, the arm, the hand, the torso, the leg, the foot, and then the complete figure.

Before the assignment the instructor will show contour drawings of famous artists in 150 Masterpieces of Drawing, A. Toney. Also illustrate by drawing examples of contour line on the blackboard using the student model.

Homework Assignment: Two 18"x 24" drawings using contour line--one using bottles and the other using flowers or leaves.

II. Cross Contour

General Objective: The student shall apply his knowledge of contour line with added dimension

of cross contour line in drawings

Specific Objective: Given a student model, the student will draw the leg, the arm, the head, the torso, each in seperate fifteen minute drawing, using contour and cross contour line on butcher paper with drawing pencils with 75% accuracy. No erasures used.
The instructor will renew the technique of contour line and then explain by illustration on the blackboard how cross contour line is achieved.

Homework Assignment: Two 18"x 24" drawings; one of an enlarged hand, the other of an enlarged foot, analysing in detail contour and cross contour line.

III. Simplification of Forms

General Objective: The student will analyze objects down to their simpliest shapes,i.e. rectangles, squares, circles, etc.

Specific Objective: Given the Hans Bruegel drawing in their text, 150 Masterpieces of Drawing, the student will analyze the spatial form by drawing the figures in the drawing into three-dimensional squares, cylinders,

and rectangles by the end of the class period with 75% student accuracy. This will be done on bond paper in pencil.

The instructor will take a famous artist's drawing other th n Bruegel's and show how the figures can be analyzed down to their simpliest forms.

Homework Assignment: A 18"x 24" pencil drawing of a stilllife with at least 10 objects all drawn in the simpliest forms.

IV. Negative and Positive Space

General Objective: The student will know and apply the principle of positive and negative space.

Specific Objective: Given a still life, the student will illustrate positive and negative space in a collage, using black and white construction paper only, and finishing by the end of the class period with 75% student accuracy.

The instructor will show how positive and negative space is achieved in drawing and sculpture with examples of both, and then analysing them on the blackboard.

Homework Assignment: A drawing on charcoal paper of

a room analysing the positive and negative space with black charcoal and white chalk.

V. Patterns

General Objective: The student will illustrate how patterns develop from objects.

Specific Objective: Given a still life with flowers, plants, cloth, lantern, and a bottle; the student will develop patterns from these objects in a unified composition on watercolor paper in Indian ink using three different sized watercolor brushes and pen by the end of the class period with 80% accuracy.
The instructor will show on slides pictures of objects, which when thrown out of focus, lose their original shape and develop patterns. The instructor will also illustrate what brushes to use for different effects in watercolor and wash drawing.

Homework Assignment: A composition in charcoal on white charcoal paper of patterns in trees.

VI. Surface Description

General Objective: The student shall know how to create different surface textures.

Specific Objective: Given an object in the classroom, the student will draw in pencil on bond paper the surface texture which it exemplifies, by the end of the class period with 85% accuracy. The instructor will discuss surface textures and illustrate with student and artist drawings.

Homework Assignment: An extended, detailed drawing of a draped cloth, preferably velvet, in charcoal or pencil stressing the soft surface quality of the material.

VII. Perspective

General Objective: The student will know how to draw in perspective.

Specific Objective: Given a still life, the student will draw the objects in perspective in pencil and finish by the end of the class period with 65% accuracy.
The instructor will discuss perspective, one and two point perspective, and illustrate on the blackboard using a photograph by drawing the objects in the photograph in perspective.

Homework Assignment : Use perspective showing a sphere in seven different angles in pencil on bond paper.

VIII. Simple Light

General Objective: The student will know and use the most common form of light in drawing.

Specific Objective: Given a still life with light falling from the front, the student will draw in white chalk and charcoal on grey charcoal paper, illustrating simple light coming from one source. The objects with the greatest light will be drawn in white while the least illuminated in black with varying shades of grey in between. This should be finished by the end of the class period with 75% accuracy.
The instructor will discuss light and shadow and illustrate this on the blackboard.

Homework Assignment: A still life drawing using simple light and done on grey charcoal paper in chalk and charcoal.

IX. Complex Light

General Objective: The student will apply his knowledge of cast shadow lighting in drawing.

Specific Objective : Given a still life, the student will draw the objects with cast shadow lighting, on white charcoal paper with white and grey chalk and charcoal by the end of the class period with 70% accuracy.
The instructor will show how objects cast shadows which change the tonality of those objects behind them by casting shadows using examples from previous student drawings.

Homework Assignment: A drawing in ink wash using complex lighting with a plant as the frontal object.

X. Composition in Light

General Objective: The student will apply his knowledge of simple and complex lighting plus two different sources of light into a unified composition.

Specific Objective: Given a large still life with two different sources of light, the student will

draw a well-balanced, unified composition using simple and complex light and finish by the end of the period with 75% accuracy. It will be in chalk and on black charcoal paper.
The instructor will briefly discuss lighting again and then show slides of drawings and paintings using different light sources.

Homework Assignment: A 18"x 24" drawing of a part or a whole human figure using shadow on parts of the body. In either pencil or chalk and charcoal.

XI. Gesture Drawing

General Objective: The student will know how to do gesture drawing.

Specific Objective: Given twenty, five minute poses, the student will draw gesture sketches of the student model in active stances within the class period with 80% accuracy. With Magic Marker on bond paper.
The instructor will discuss gesture drawing with the figure in relation to motion. He will illustrate by drawing examples on the blackboard.

Homework Assignment: A pencil drawing of a animal in motion.

XII. Enlarged Human Study

General Objective: The student will draw a minute detailed part of the human figure for more accuracy of the drawing eye.

Specific Objective: Given pen and ink, the student will a make a detailed, analytical study drawing of one part of the human figure such as an eye, a mouth, a finger, etc. enlarged to the size of 18"x 24" bond paper. This will be finished by the end of the class period, with 75% accuracy. The instructor will discuss accuracy of detail by the human eye and then illustrate with previous student drawings.

Homework Assignment: A self-portrait of the face in pen and ink on bond paper.

XIII. Individual Major Project

General Objective: The student will combine his accumulated knowledge and apply it ina composition of his own choice.

Specific Objective : Given all the principles and techniques discussed in the class, the student will combine several of these principles in a

composition of his own choice. The materials used are of his own choice though it is not to be smaller than 18"x 24". This will count as the homework also and will be due and at the beginning of the next class period. 80% student accuracy expected.

The instructor will briefly discuss again the principles and techniques of drawing as well as the different materials used. A well-balanced and unified composition will be stressed. Slides of drawings by famous artists will be shown and how they combined different principles to intensify the affects they desired.

XIV. Individual Student Evaluation

General Objective: The student will evaluate his last drawing and other works in the class in relation to the principles and techniques of drawing he has learned in class.

Specific Objective: Given his own drawing composition pinned up on the wall, the student will discuss his work -- what he was and was not successful in achieving -- what work of the other students he thinks is successful and why. The student should be able to evaluate and critisize his work adequately well.

The instructor will discuss briefly the work after the student has spoken, telling him whether he agrees or not.